

## Stages of Second Language Acquisition

STAGE	STUDENTS MIGHT...	SAMPLE TEACHER STRATEGIES	SAMPLE QUESTIONS & PROMPTS
<b>Pre-production</b> <b>“silent period”</b> <ul style="list-style-type: none"> <li>Students are totally new to English</li> <li>May last up to 6 months</li> </ul>	<ul style="list-style-type: none"> <li>Be reluctant to speak</li> <li>Point to an item or provide other non-verbal response</li> <li>Listen actively and follow directions</li> <li>Indicate “yes” or “no”</li> </ul>	<ul style="list-style-type: none"> <li>Use gestures and expressions</li> <li>Focus language on meaning and key vocabulary development</li> <li>Use repetition</li> <li>Provide L1 resources</li> <li>Don’t force student to speak</li> </ul>	<ul style="list-style-type: none"> <li>Point to...</li> <li>Find the...</li> <li>Put the ____ next to the ____</li> <li>Do you have the ____?</li> <li>Who wants the ____?</li> <li>Who has a ____?</li> </ul>
<b>Early Production</b> <ul style="list-style-type: none"> <li>Students are “low beginners”</li> <li>May last an additional 3-6 months</li> </ul>	<ul style="list-style-type: none"> <li>Use one or two-word utterances</li> <li>Respond in short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions that can be answered by one word</li> <li>Model correct responses</li> <li>Provide formulaic chunks</li> <li>Rephrase but <u>not</u> overtly call attention to grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>Yes/No: Is the green light on?</li> <li>Choice: Is this a screwdriver or a hammer?</li> <li>What tool am I holding?</li> <li>What do you see on this page?</li> <li>Where did he go?</li> </ul>
<b>Speech Emergence</b> <ul style="list-style-type: none"> <li>Students are “beginners”</li> <li>May last an additional 6-12 months</li> </ul>	<ul style="list-style-type: none"> <li>Use simple full sentences</li> <li>Demonstrate comprehension in a variety of ways</li> <li>Begin to use language more freely</li> </ul>	<ul style="list-style-type: none"> <li>Prompt connections between key concepts</li> <li>Check comprehension often</li> <li>Assess through performance tasks</li> <li>Use expanded vocabulary</li> <li>Stimulate language production</li> </ul>	<ul style="list-style-type: none"> <li>Tell me about...</li> <li>Describe...</li> <li>How do you think this story will end?</li> <li>What is the story about?</li> <li>What questions do you have?</li> </ul>
<b>Intermediate Fluency</b> <ul style="list-style-type: none"> <li>Students are “high beginners,” “intermediates” or “advanced”</li> <li>May last an additional 6-12 months</li> </ul>	<ul style="list-style-type: none"> <li>Use complex statements</li> <li>Read and listen to acquire new information</li> <li>Ask for clarification</li> <li>Share original thoughts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Foster conceptual development and expanded literacy through content</li> <li>Expand thinking skills and study skills</li> <li>Encourage extended dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Why?</li> <li>How?</li> <li>How would you change this part?</li> <li>What would you recommend or suggest?</li> <li>Which one is better and why?</li> </ul>

Adapted from Terrell (1977) and *Empowering ESOL Teachers*, Center for Applied Linguistics